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LIFE LINKS.

BY ANNIE S. WETHERBEE.

I stand among the flowers, so pure and sweet;  
While from the darkening sky, on cheek and brow,  
The kisses of the dew-drop fall  
Lightly, silently,  
As shadows on a sunlit wall.

I stand upon the shore with outstretched arms,  
Yearning to wrestle with the surging deep;  
But ever still from childhood land,  
Softly, tenderly,  
An echo holds me to the sand.

I float among the breakers, truly glad  
Of all the happiness that comes to me;  
And rainbow-tinted clouds go by  
Swiftly, dreamily,  
To shelter some sweet vision nigh.

I walk amid the ups and downs of time—  
Past the full noon-day, with its toil and heat;  
And struggle to obtain the light,  
Clearly, hurriedly,  
I catch a glimmer of the night.

I sit among the ruins, something gained;  
For here, perchance, among these faded flowers,  
I breathe the perfume of a thought,  
Brightly, quietly,  
Which summer days had early wrought.

I lie beneath the shattered links of life  
With brawny brow, and silver-threaded hair;  
While, in and out, the River's wave,  
Slowly, steadily,  
Has kissed Time's foot-print to the grave.

### Importance of Aids to Illustration in Schools.

BY PROF. J. H. B.

THE time has now come when the *best* that each can do in their profession, or sphere of labor, is demanded.

This is more particularly the case with the teacher, from the fact that there is so much to be taught. He must have every aid possible, which science and experience has demonstrated to be effective. Much has already been done in this direction. Much more needs to be done, however.

We propose in this paper to show the *use and importance of aids to illustration in schools*. We speak hopefully. The signs of the times warrant it. This new and wide-spread interest in the education of *all the people*, is manifesting itself in the improvement of our systems and in the diffusion of right principles, the better training and support of teachers, in the better architecture, improved sittings and new facilities for impressing the facts of knowledge or developing the powers of mind. Single schools were well equipped long ago, and individuals examined closely the principles of the work to which they had devoted themselves, but now we have the country dotted thick with schools such as existed only in a few places, and instead of a few prominent workers that attract our attention in the past, we have the well marshalled force of a numerous army of noble laborers advancing against the strongholds of ignorance.

Not all change is improvement. Woodbridge's Geography will be remembered by those of gray hairs, as introducing a new era with its atlas making clear to the eye the relative position of places described. Colburn's Intellectual Arithmetic and Webster's Spelling Books were each a marked improvement on what preceded them, which is more than can be said of all

the books attempting to deal out knowledge now-a-days in graduated doses.

The senses are so many openings through which the mind looks forth to the surrounding world. Some knowledge comes only through a single sense, and those unfortunate enough to want a sense lose the pleasurable emotions and expanding thought growing out of the light that shines upon other minds through a window closed to them. Most of our knowledge is received through varied channels, and we test what we receive by one sense by its impression upon another, thus confirming the truth or detecting error, or perhaps only deriving wider views, just as we change our positions frequently in admiring a tree or a building, a piece of statuary or a picture, that we may know it in its various appearances. To children the direct testimony of sense is the chief means of information. The abstractions of reasoning and labored thought, by which older persons try to gain clear conceptions of facts or ideas poured into the ear by the living speaker, or spread before the eye on the printed page, are feeble in youth and find chief exercise in combining the facts developed by the senses, and in deriving principles from such facts. While perception is most powerful in the child, and the power of abstract conception is most vigorous in the adult, there is no time in life when noble views, clear thought and exact knowledge will not be best gained by comparing appearances as they impress themselves in all directions from which we can view objects. In the Patent Office, the applicant writes a description of that which he claims to have invented, then he presents drawings exercising at once the perception and conception of the examiner; and that no error may pass this inspection, the models of machines are required to be tested by the eye, the touch and the judgment. Navigation affords endless illustration of the use by grown-up man of outward symbol to teach him or remind him of facts similar to those the

child is often expected to grasp chiefly by imagination. Maritime powers survey their coasts with minute care, and by interchange of charts with each other, furnish the mariner more accurate directions for his guidance along apparently uncertain coasts than most landsmen could prepare for driving about their own farms. I know a sea captain who, coming from Norway, found it necessary to put in for repairs at the Shetland Islands. Drawing near a harbor, he signaled for a pilot, who came out in a small boat, and, after some chaffering about price, guided the ship into a safe position, while the captain told him he could have taken his own vessel in as well as to employ him, if the Insurance companies were not so particular in requiring local pilots. Pointing out this inlet and that headland, the captain called them by name, and even named dwellings that stood in prominent positions, and told the depth of the water as they passed along. The pilot asked, in astonishment, when he was there before. "Never in my life," was the reply, "but I have a chart in my cabin on which all the points of this harbor are laid down." Neither this humble captain in his traffic, nor the great Columbus in the studies out of which grew the voyage that developed our continent to civilization, depended on abstract description of ascertained fact; but each, as well as the long list of shipmasters between them, made more diligent use of maps and charts and diagrams than is made by a modern school-boy.

Not only has man such constant dependence upon the compared testimony of different senses combined with abstract operations of mind, but he finds it necessary to aid thought and memory by pressing the senses into service, even by means meaningless in themselves. Jacob set up uninscribed stones as testimonials; Boaz gave his shoe to confirm a land purchase; the Indians exchange wampum belts, smoke pipes of peace or bury tomahawks; a grasp of the hand certifies our friendship, and school children tie strings around their little fingers that they may not forget errands.

The clearest conceptions of objects are gained by examination of the objects themselves. Yet a lifetime is too short to examine objects in their native positions, nor can we have brought to us many of those existing in distant regions,

or even a tithe of those near at hand; and we must depend largely upon the *representation* of the object. We learn of the Lion or the Ostrich, by the picture. We learn of India's plains, Chinese mountains, or Japanese islands, by the maps whose colors show where mountains raise their heads, or where valleys spread their abundant fertility, or what regions render allegiance to the same ruler. We compel the eye to aid us in understanding the theories of Chemistry, indicating by figures of defined proportions, the relations of various elements, in substances we examine.

Thirty years ago, there was an individual laboring in an obscure way to make illustration of various knowledge more accessible to the children of this country. To him, more than to any other, are the public schools of to-day indebted for the multitude of charts, of outline maps, and of inexpensive apparatus within their reach. Making at one period geology his theme, he would manage to enlist the schools of his vicinity in eager examination of the stones and earths of their own region, and in exchanges that should bring them samples of those far away. At another season, inducing a teacher to take his school into the field, he would have all busily searching out all possible forms of leaves, to serve as a basis for a Botany lesson. The old copy books became *leaf*-books, from whose treasures, perhaps, another day, with chalk and blackboard, he would derive lessons of the geometrical forms which the leaves approached. A wide system of exchanges brought Botanical specimens and maps, as well as other drawings from other schools. To drawing, especially of maps, he devoted great attention and developed rare skill in those under his influence. He devised various objects to illustrate facts for whose illustration natural objects were not available. He induced a maker of costly apparatus for College and University, to prepare such as by their design and cost should be accessible to all, and so build up a *system of common school illustration*, widened very greatly now by the addition of charts, outline maps, globes, and other equipments, as well as by the addition of valuable material by many others, to make plain the truths we aim to teach. He was the son of a teacher; his sons and grandsons are enthusiasts

in teaching and in opening facilities for acquiring accurate knowledge. Not greater has been the aid rendered to agriculture by improved machinery, than that prepared for popular education by the work in which *Josiah Holbrook* was a pioneer. Corn grew and ripened when men used wooden plows, or even when the Indian woman tucked the kernels into holes made with a sharpened stick, but the vast fields of the western prairies would yield less abundance, if men were confined to the hoes, the plows, the sickles and the flails of the last generation. Accurate scholars and sturdy thinkers have been made by teachers who devised their own apparatus, made their own maps, or even taught with no apparatus at all, but in putting opportunity for thorough education before the masses, few teachers have time to work out their own needs, and earnest teachers can work more effectively with judiciously selected aids. There is no limit to the aid a true teacher can get from external forms and drawings. Would he teach ideas of size? Let blackboard or chart present the linear inch, foot, yard and rod, the square inch, foot and yard. Let proper blocks or diagrams represent the cubic inch and foot. Let measures or their pictures represent the gill, pint, quart and gallon, liquid measure, and another series should indicate the pint, quart, peck and bushel, dry measure. Let ounce and pound weights, both Troy and avoirdupois, be at hand to give clear ideas of their relations. I shall venture two questions, which you may answer at your leisure, and test your own conceptions of weights and measures formed under usual modes of instruction.

† If iron were worth its weight in gold, how much iron would you get for a pound of gold?

† When a bushel of berries is measured to you with the cup holding a quart of water, do you receive the proper quantity?

† The Troy lb. (gold) =  $\frac{5760}{7000} = \frac{144}{175}$  lb. avoir (iron.)

Bushels=2150-4 cubic inches.

† 32 qts. water (liq.) =  $\frac{3024}{175}$  cu. in. deficiency, or over one-seventh of a bushel.

- Shall we teach physical geography? A few moments with a suitably colored outline map aids wonderfully, in fixing ideas of the great mountain systems

that determine river systems and the drainage into different oceans, and give character to the fertility and products of different parts of the earth. The relative situation and comparative extent of different countries, cities, mountains and rivers, are clear upon the outline map, affording opportunity to teach and to test knowledge elsewhere acquired. For writing, the chart or blackboard enables us to present the analysis of letters, and to indicate at once to a whole school the errors to correct and the excellencies to attempt. The characteristics of shellfish and insects, reptiles and mammals, can be vividly presented with the aid of something like the admirable chart of Mrs. Redfield.

Shall we teach reading? Such charts as Scofield's, Philbrick's, McGuffey's, Wilson's, Hillard's, Sander's and others, presenting words and combinations for vocal drill are worth more than books for beginners, and are valuable aids with larger pupils. For the general purposes of Primary Instruction, much help can be drawn from such charts as the Boston Tablets, prepared by Mr. Philbrick. Arithmetic, Geometry, Botany, Chemistry, Physiology, and the whole range of school studies and private investigation, receive important aid from ocular demonstration.

There are teachers who do not feel the power a blackboard gives, or realize the strength they can gain from properly used apparatus, prepared by those who have made modes of illustration the study of a lifetime. The great Agassiz stands chalk in hand, marking out with rapid accuracy the outline of animals, or their parts, as he lectures. He, or Tenney, or Youmans, or Cutter, would be like Samson shorn of his locks, if set to work before a class without blackboard or chart. Even before popular audiences, they hang the walls thick with illustrative charts, through which they make the eyes of the audience aid their ears in receiving the facts they have to present. If leading naturalists and physiologists teach grown people so much better with the diagram and the chart, with the object or its representation, what shall the teacher do with mere abstract instruction before children, whose perceptive faculties are so active and whose abstract powers are so feeble?

A farmer with his two sons, carrying on a Rhode Island farm, bought a mowing machine. None of them could put it together, till one of the son's wives came to their aid, arranged the machine and drove it, to the salvation of the crop. Teachers whose neglect leads school officers to refuse the furnishing of outline maps and other aids, would in agriculture stick to the reaping hook or the scythe, and refuse a Wood's mower or a McCormick's reaper, rather than obtain help from an ingenious woman in understanding their use. The genius of Western farming is to examine, to test, and to adopt whatever will give greater efficiency in the care or gathering of crops. The genius of Western teaching develops in a like direction. That teacher in the indefinite backwoods so convenient to locate stories in, who illustrated the motions of the planets by putting a great red-headed fellow in the center of the floor to represent the sun, while nervous Mercury, fair-haired Venus, sedate Earth, and ruddy Mars, duly represented by other pupils, went around in rapid course, would have made himself master of the orrery could he have had it to show the movements of even more planets than he could set running on his school-room floor. His earnestness in visible illustration would have given the map, the chart and the blackboard a power, in his hands, that teachers do not dream of who avoid opportunities for improvement, forgetting that these opportunities are the talents for whose use they must render account to the teacher whose parables and discourses were so many object lessons and illustrated instructions.

It is said that a prize of \$10 was recently offered to any member of the Connecticut Teachers' Institute who would write and spell correctly the words in the following sentence: "It is an agreeable sight to witness the unparalleled embarrassment of a harrassed peddler attempting to gauge the symmetry of a peeled onion, which a sybil has stabbed with a poniard, regardless of the innuendoes of the lilies of carnelian hue." Thirty-eight teachers competed for the prize, but not one was successful.

THE Harrison County Teachers' Institute will commence at Mt. Moriah on the 23d of March, and will be in session during the week.

## "THE GRAMMARLESS TONGUE."

BY THOMAS DAVIDSON.

 OTHING so clearly demonstrates the need which exists in this country for universities and institutions devoted to the interests of the higher branches of education as the frequent appearance of literary productions which are a disgrace, not only to their authors, but to the American people. In no other country but ours could such an amount of pure trash be ushered into the world by ignorance in the name of learning. It is the easiest thing for a man in America to get a reputation for "ripe scholarship," if he only have the gifts of impudence and self-assertion in a sufficient degree. Critics will praise books that have not a single redeeming characteristic, and thus encourage the spread of ignorance and presumption. As a case in point, we might instance Amos Dean's *History of Civilization*, which is a disgrace to the country in which it was produced, and is probably the poorest book ever written on the subject of history. It has not a single redeeming point. And yet Amos Dean was a man of no inconsiderable reputation for learning. As another case, and the one with which we mean to deal now, we will mention Mr. Richard Grant White's essays which have recently been appearing in the *Galaxy*, on Words and their Uses.

Mr. White, styled by some of the periodicals "the indefatigable," is a man whose name one frequently meets in newspapers and other ephemeral prints; so that a person, on taking up an article with his name attached to it, is prepared to find something interesting and instructive. One does not like to believe that literary men trade upon their reputations; nevertheless, it is certain that some literary men do, and that Mr. White is one of them. We took up his paper on "The Grammarless Tongue" with some misgivings, it is true, having been disappointed in some of his previous essays, but we certainly were not prepared to find displayed in it the amount of impertinence, self-assertion, ignorance, contradiction and downright stupidity that we have found. We mean to prove what we say.

In the first place, "The Grammarless Tongue" is not only a misleading ex-

pression, but one in every sense incorrect. Mr. White means by it really The inflectionless tongue; and no one requires to be told that English is not an inflectionless tongue. He tells us that the two "elements" of grammar are, "etymology, which concerns the inflections of words," \* \* "and syntax, which concerns the construction of sentences according to the formal relation of words." We suppose by "elements" he means divisions, and, if so, he is wrong. Grammar includes not only etymology, and syntax, but also phonology, orthoepy, orthography, and etymology in a different sense from that in which he uses the word. He further tells us that "the English language, being almost without the former [etymology], and therefore equally without the latter [syntax], its use must be, in a corresponding degree, untrammelled by the rules of grammar, and subject only to the laws of reason, which we call logic." "We have, indeed," he goes on to say, "been long afflicted with grammarians, from whom we have suffered much, and to whose usurped authority we most of us have submitted abjectly, without a murmur, and almost without a question. But the truth of this matter is this, that of the rules given in the books called English grammar, some are absurd, and most are superfluous." No doubt all grammarians before the rise of Mr. White have been arrant fools and ignoramuses, knowing nothing of their business; and no doubt Mr. White is the man, and wisdom will die with him. Let us see. "For example," he says, "it can be easily shown that in the English language, with a few exceptions, the following easy and informal relations of words prevail:

"The verb needs not, and generally does not, agree with its nominative case in number and person.

"Pronouns do not agree with their antecedent nouns in person, number and gender.

"Active verbs do not govern the objective case or any other.

"Prepositions do not govern the objective case or any other.

"One verb does not govern another in the infinitive mood.

"Nor is the infinitive a mood, or governed by substantive, adjective or participle.

"Conjunctions need not couple the same moods and tenses of verbs.

"The grammarians have laid down laws directly to the contrary of these assertions; but the grammarians are wrong, and in the very nature of things can not be right, for their laws have as conditions precedent [are there any conditions not precedent?] the existence of things which do not exist. In English the verb is almost without distinction of number and person; the noun is entirely without gender, and has no objective case; the adjective and the participle are without number, gender and case; the infinitive is not a mood, it is not an inflection of the verb or part of it; and conjunctions are free from all rules but common sense and taste."

Now, grammarians! there is the gauntlet thrown down to you. Ye are to be swept all at once from the earth by the hero who enriched the French language with *enquierer* and *encloser*, the Latin with *risum* (a laugh); who gave *etuptomethon* (*ἐπυπτόμεθον*) the meaning of "you two were struck," who made *tetupsomai* (*τετύψωμαι*) a future perfect; who would enrich even his mother tongue with *photograve*; and who credits Le Sage with the following correct sentence: "Je fis la lecture de mon ouvrage, que sa majesté n'entendit pas dans plaisir. Elle témoigna qu'elle était contente de moi." Don't suppose that Le Sage wrote "sa majesté n'entendit pas sans plaisir. Elle témoigna qu'elle était contente de moi." Mr. White knows better, be assured. C'est Le Sage lui-même. Nevertheless, we would not refuse to break a lance with him. Even David made short work with Goliath's brains.

So it appears that in English "the verb needs not, and generally does not, agree with its nominative case in number and person." What a comfort for all the people who say *we was, they is, says you, he don't!* Be ye further comforted, all ye that mourn the want of education, and all ye that are poor in grammar. Henceforth it will be permitted for you to say, *they am yourn, I were right.* The U. S. Congress may state its law against petty larceny in the following terms:

"Them what takes what isn't hisen,  
When they's catch mus' go to pris'en;"  
thus giving the long-abused, down-trodden phrase a place in the grammarless tongue, as a "man and a brother." The next Christian sect that arises, too, may

read the Lord's prayer "Our Father, which are in heaven; hallowed be your name, etc." We presume that is the manner in which Mr. White says it, if he says it at all, and finds no use for the forms *thou* and *art*. We know there are some people who think that praying to God will soon be an obsolete institution, only Mr. White at present is anticipating just a little. When we come to address our prayers to *l'Humanité*, we may say: "Our fathers, mothers, grand-fathers, great-grand-fathers, and so on back to the gorilla, and thence to the animalcule, and our sons, daughters, grand-sons, and so on *ad Utopiam*, who are one earth or no where; hallowed be your names," etc. We are sure Mr. White is not a Quaker. But it is vain to say much more. The forms peculiar to the second person singular, and agreeing with *thou*, will never be obsolete so long as Christianity is professed by speakers of English; and so long as it, and the forms peculiar to the third person singular of the present indicative, not to mention such forms as *am, was, were, have, has, exist*, so long will it be necessary to have the rule that the verbs must agree with their subject in number and person. That the majority of the persons are alike in form, does not alter the matter in the slightest degree; so long as there exists a single inflection for person or number in verbs, the rule will be required. And if we admit (as we do not), with Mr. White, that the indicative mood has but two tenses, we shall find that within the compass of these two tenses, particularly in a few of the most common verbs, the number of inflections is quite considerable; I am; thou art; he is; we, you, they are; I was; thou wast; he was; we, you, they were: I have; thou hast; he has or hath; we, you, they have: I do; thou dost or doest; he does or doth or doeth; we, you, they do. These are what Mr. White calls a "childish and strenuous 'making believe.'" Is it always necessary, when several forms coincide, to disregard those which differ, and drop all rules respecting them? A German, on Mr. White's principle, might write the present of *können* thus: Ich kann; Sie können; er kann; wir, Sie, sie können, and then say there were no need for the rule that a verb agrees with its subject in number and person. Of course, some one might suggest that Du

kannst, Ihr könnt are still in common use among members of the same family, and intimate friends; but that is of small consequence, inasmuch as with praying the family relation and friendship are destined soon to be superseded. There is no harm, of course, in being a little before one's time. Progress for ever!

Mr. White knows enough of Anglo-Saxon at second hand to be able to state that it had only two tenses—"the present, or rather the indefinite, and the past." It is hard to say what he means by "indefinite" here; certainly the tense so styled was so far definite as never to be used as a past. But it is not true that Anglo-Saxon had only two tenses; though it is true that it had inflections only for two. It had several tenses formed by means of auxiliaries, tenses which have a perfect right to be so called, inasmuch as the words which form them have, when taken together, a meaning which cannot be found in them when taken separately. Mr. White says: "The Anglo-Saxon had not even any seeming auxiliaries. Its use of *habban*, *beon*, *willan*, *magan*, *cunnan* and *mot* (*i. e.*, have, be, will, may, can, might), does not convey the notion of time and continuance, but simply predicates possession, existence, volition, necessity, power." Nevertheless, *habban* goes to form a present perfect in Anglo-Saxon just as it does in modern English. We could point to more than a hundred examples of this in the poets alone; *e. g.*, *Ic forvorht hæbbe hylde pine*.—*Cædmon. Gen. 1024*: *Thu the self hufast daedum gefremed. Beovulf, 953.* But Mr. White says: "The only real verb that we use in this instance is one that signifies possession. We say, I have—have what? possess what? Possession implies an object possessed; and in this case it is that completed action which is expressed in the abstract by the participle." Considering the phrase *I have loved*, he goes on to say: "*Loved* is here the object of the verb *have* as much as *money* would be in the sentence, I have money; and *I have loved* is no more a verb, or a part or tense of a verb than *I have money* is, or *I have to go*."

So it seems the phrase *I have loved* is equivalent to *I possess loved*, or *I possess the complete action of loving*. In the first place, however, *loved* does not express completed action; for when

we say *A father loved by his children*, *loved* expresses incompleted action. In the second place, suppose it were admitted that *loved* did express completed action, it would not follow that it could be used as the object to a transitive verb. All participles are adjectives, and can not, without being made substantives by the prefixing of the article or in some similar way, be used as objects to transitive verbs. We can of course say *He posits the conditioned*; but we can not say *He posits conditioned* or *He possesses conditioned*. In the third place, suppose we admit that a participle could be the object of a transitive verb, and that *I possess conditioned* expressed what we mean by *I have conditioned*; is there not one respect in which *I have conditioned* or *I have loved* differs from *I have money*. We can certainly say *I have loved the ocean*; but can we also say *I have money the bank?* *I have hunted the fox* does mean something; *I have a hunt the fox* means nothing.

Having thus, as we think, shown pretty clearly, that *I have loved* does not mean and can not mean at all what Mr. White would have us believe it does, we will show how such a form did arise and how it came to have the meaning it has. The Latins no doubt made a distinction between such phrases as *Mucronem sub vestem abditum habuit* and *Mucronem sub vestem abdiderat*; nevertheless, when the inflections of the Latin language were disappearing and getting confounded, the former of these phrases was the most convenient that could be thought of to replace the latter. Accordingly, as we all know, a Frenchman says to-day, *Il avait caché un poignard sous son habit*, which originally meant *Il avait un poignard caché*, &c. In all such cases it is plain enough what the participle agrees with, viz: with the object to the verb *avoir*, have. In Italian, to the present day, the participles which are combined with *avere* to form compound tenses may agree with the object following, *eg. Ho scritta una lettera*, as well as *Ho scritto*. And in both Italian and French, the participles always agree with the object, if it precedes; *eg. La lettera che ho scritta*; *la lettre que j'ai écrite*.

That the corresponding compound forms of the English verb arose in a similar manner, can be shown abundantly. If

we turn to the Anglo-Saxon poets, we shall find the participle united with *habban* to form a perfect, and yet agreeing in case, number and gender with the object to *habban*. For example, *Beowulf l. 206*, *Hæfde se gôda cempa gecorene*; *Cædmon l. 254*. *Hæfde he hine svâ hvitne gevorhtne*, (where both the last words are in the accusative). Compare also Matthew's gospel 26, 30. *Hig hæfdon heora lof-sang gesungenne*. In course of time the inflection of the participle was dropped, and the participle united with the verb *have* to form perfect tenses. It was after this that *have* became united with the participles of intransitive verbs, which, of course, could have no object. Previously to this, however, the language had begun to form compound tenses to its intransitive verbs by means of *beon* (be), a practice which is all but universal in German to this day. A German will uniformly say *Ich bin gewesen*, *Ich bin gelaufen* (*i. e.* I am been, I am run). And since the days when *Beowulf* was written to the present, it has been correct English to say *I am come*, *I am gone*, &c., &c. "Hér syndon geferede" says the author of *Beowulf*, l. 361; "Tis time that I were gone," says Tennyson.

It is now tolerably clear, we presume, how the perfect tenses of the English verb were formed. We might show in a similar manner how such a phrase as *I have to go* arose, without adopting Mr. White's explanation, that *I have to go* means *To go belongs to me*. In this connection, however, it may be valuable to quote a deliverance of the grammarian (?) who thought that a participle could be the object of a verb: "For instance," he says, "*I have to go* is merely *It belongs to me to go*, *To go belongs to me*; forms of expression common among the most cultivated and idiomatic speakers, and which are not only correct but elegant. But that which is expressed by a verb can not belong to any one; only a thing, something substantial (although not necessarily material or physical), *i. e.* a substantive can belong."

No man can tell whether he is rich or poor by turning to his ledger. It is the heart that makes the man rich. He is rich or poor according to what he is—not what he has.



VIEW OF A NORMAL SCHOOL BUILDING.

We present this month a cut, which we hope will serve as a guide or suggestion to those who may have to do with the plans and specifications for building "Normal Schools." Let us start right in this direction, and build for the future as well as the present, and educate by every possible means. A beautiful building like the above is a perpetual educator. The ground plans, and the plans for the other floors, can be furnished if desired.

#### A WORD TO PARENTS.

**M**OU have provided for the benefit of your children's education facilities, unsurpassed in the world.

You have the opportunity of giving them an education that will be worth more to them than gold and silver.

It is the duty of the parent to give the child as good an education as can possibly be attained with their means.

How foolish, how short-sighted then is the spirit shown by some parents, in refusing to provide their children with the needful books, at the expense of a few dollars, that they often expend for that which is worse than useless.

Take a case that has occurred in my own school this winter:

Two Children, brother and sister,

both intelligent, rather above the average, willing and anxious to learn, were forced to leave the class in English Grammar, because their parents refused to provide them with the proper textbooks at an expense of one dollar and twenty-five cents for both.

Will people ever learn the value of educational privileges?

The world is moving. Great progress is being made, and the "coming man," who expects to take his place high in the world, must be educated.

Be assured, that if your child is denied an education, his will be a life of sorrow and toil; a life-long struggle for a bare existence; a life without hope or enjoyment.

Educated labor will always take the lead in the world. It will always command the best positions, and the

ignorant plodder will be obliged to take what is left.

Fearful will be the account of the parent who denies his child the means of acquiring knowledge.

You cannot place too high a value upon the educational facilities at your command. Do not think that because they cost little they are worth little.

Have you never felt the want of education in your own life?

If you have, do what is in your power to prevent your child from repeating your experience.

If you never have, then see that your children lead as happy a life.

You may leave them wealth, but this may take wings and fly away; learning will abide with them *forever*. Remember, "knowledge is power,"

D.

## CORRESPONDENCE.

**E**DITOR JOURNAL OF EDUCATION: No more welcome visitor than the JOURNAL OF EDUCATION enlivens the labor of the teacher in this Western country.

We look for it anxiously every month, and peruse each number with increasing interest. As its circulation is doubtless extending over this State, a word or two in its columns respecting the schools of Warsaw may not be out of place.

We have an active and energetic Board of Directors, who are zealously engaged in the good cause. Large sums of money have been already spent for school buildings and furniture. The principal building is a large three-story brick, containing eight rooms, well finished and furnished. It accommodates the High school, Grammar school, and two of the Secondary and Primary schools. Besides this, there are five buildings in the city for the use of secondary and primary schools. The corps of teachers consists of the Principal of the High School, and thirteen other teachers in the various departments. The number of scholars at present enrolled is 759.

The teachers are very much engaged in their work, and are laboring with good effect. They hold meetings for discussion and mutual improvement in the art of teaching, *twice a month*. The schools of Warsaw were never in a better state than they are at present. The citizens have done more for the cause of education than has been done in most cities of equal size and population in Illinois, and they have reasons to be proud of the result.

WARSAW, Ills., Feb. 13th, 1869.

**E**DITOR JOURNAL OF EDUCATION: Dear Sir—The January No. of your JOURNAL being found on my table, and liking very much its appearance, and especially its matter, I here-with remit \$1.50 to secure it regularly in the future. Through the "Free School System" enacted by the late Legislature of Arkansas, and the assistance of Educational Journals, with a corps of competent teachers in charge of the numerous schools of the State, I

hope soon to see her emerge from that condition of stupor and insensibility, under which she has been laboring "Lo! these many years." In the 5th Judicial Circuit (embracing Washington, Benton, Crawford, Sebastian and Scott Counties) we have over 21,000 youths, and yet we have a few fossilized old fogys who are found fighting against Free Schools. We have, in this Circuit, organized about two hundred School Districts. Now we have *the system*, the money, but we lack a full corps of teachers. Send them forward; we will give them employment at fair wages. We are pecuniarily poor, but we intend to develop the best interest of this country in the education of the masses of her youth. These are her future hope—by their intelligence, labor, educated labor will become capital—in the development of the vast and wealthy resources of this State.

We have now some sixty free schools in operation in this Circuit. Professor Decherd as Principal, assisted by Miss Clara Henderson, is now teaching the free school in this place, which bids fair to be a success, but proves a source of discouragement to a few who are interested in keeping up their primary private classes merely as a money making machine, not from motives of benevolence.

Other institutions of learning, which are doing good work and worthy of public patronage, are springing up throughout the country, among which might be named the "Female Institute" in this place, in charge of Prof. Alexander, a gentleman of high tone and progressive ideas. Also, the old "Cane Hill College," under the supervision of President Earl, a man of high moral character and scientific attainments. Also, the High School in charge of Professor Buchanan, of Boonsboro, whose success in teaching and controlling a school is equaled but by few, and lastly but not least, the favored Ozark Institute, founded originally by the now superannuated and revered "Uncle Bob" (Robt. Mecklin), but at the present time in charge of Prof. Leverett.

Should we not be hopeful for the future?

I am, Sir, very respectfully, &c.,

E. E. HENDERSON,  
Fayetteville, Ark.

We hope every teacher and school officer will read the article by "Prof. J. H. B." on the "Importance of Aids to Illustration in Schools." He is one of the most successful teachers in the land, and has *grown* to this position by making the most of what he had to do with. He commenced work as a teacher on \$20 a month, with a dozen pupils, and now his school numbers about fifteen hundred, and his salary is about \$3,000 per year.

## SOUTH-EAST MISSOURI.

The School Superintendents of south-east Missouri are very respectfully requested to meet in convention at Cape Girardeau on the 26th and 27th of March. Matters of great importance to the educational interests of this section of our State will be brought before the convention, and it is very desirable that every superintendent be present.

Superintendents are most cordially invited to attend the general Institute of Cape Girardeau county, which commences its session Tuesday morning, March 23rd, and continues for four days. The State Superintendent and other noted educators are expected to be with us.

J. H. KERR,

Co. Supt. for Cape Gir. Co.  
[Papers of S. E. Missouri please copy.]

ST. LOUIS.—At the dedication of the Public School Polytechnic Building, corner Seventh and Chestnut streets, Thursday evening, February 11th, 1869, interesting addresses were delivered by several gentlemen of note.

We gave in one of our earlier numbers a history of the building. We shall soon present our readers with a cut of it.

The following beautiful hymn, written for the occasion by Anna C. Brackett, concluded the exercises :

O Thou to whom all praise belongs,  
    The hardened hand of Tillage yields,  
To Thee each year its tribute glad  
    Of golden grain on countless fields.  
In curling clouds of vapor fair,  
    Its incense Commerce offers free,  
While clear through all the sounding air  
    The song of Labor soars to Thee.  
Now Science here, from conquered stone,  
    Her lofty altar patient rears,  
And fairer fruit of mind alone  
    She brings for all succeeding years.  
So stronger still, as rolling Time  
    Shall write its record on our land,  
More sure and firm in light sublime  
    The Country of our love shall stand.

## The Journal of Education.

J. B. MERWIN.....Editor.

ST. LOUIS, MO. : : : : MARCH, 1869.

### THE LAW IS PLAIN.

 T points out the duty of Local Directors, and the time when this duty is to be performed. Now then, in order to obtain the money due the several districts, the terms of the law must be strictly complied with.

Under the head of DUTIES OF LOCAL DIRECTORS, Sec. 5 says:

Said directors shall take or cause to be taken, between the first and third Mondays in March, an enumeration of all the white and colored youth (noting them separately) between the ages of five and twenty-one years, resident within their respective subdistricts, designating between male and female, and return a certified copy thereof to the township clerk, together with a list of tax payers resident within the subdistrict.

SEC. 6. It shall be the duty of the director, in each subdistrict, to make all necessary contracts for providing fuel for schools, for repairing and furnishing school rooms, and make all other necessary provisions for the prosperity of the schools in his subdistrict. He shall have power to erect, when he deems necessary, a suitable school house in his subdistrict, and provide the furniture therefor, returning an estimate for this purpose to the township clerk, which shall be assessed upon and collected from the taxable property in said subdistricts in the same manner as other estimates for school purposes.

The law says further, in SEC. 7: It shall be the duty of the director in each subdistrict, previous to the first day of April, in each year, to forward to the township clerk an estimate of the amount of funds necessary to sustain the schools in their respective districts for the period of not less than four nor more than six months, in such estimate, stating clearly the amount deemed requisite for each and every item of expense.

We present also in this connection,

and because of the importance of the subject, the

### FORM OF LOCAL DIRECTOR'S ESTIMATE.

To the——Clerk of Township No.——, County of——.

The undersigned director of sub-district No.——in the county of——, does respectfully submit the following estimate of the amount of money necessary to sustain the public school in said sub-district for the period of——months during the present year:

Statement of Estimate.	Dollars.	Cents.
Teacher's wages . . . . .		
Building . . . . .		
Rent . . . . .		
Repairs . . . . .		
Furniture . . . . .		
Apparatus . . . . .		
Fuel . . . . .		
Contingent expenses . . . . .		

Dated this——day of——, 186——.

\_\_\_\_\_, Director.

[This estimate must be made and furnished to the Clerk of the Township Board of Education, previous to the first Monday of April of each year.]

### MONOPOLIES.

If there is any one great monopoly more infamous and unscrupulous than another it is the telegraph monopoly. We are in favor of having the Government run the machine for making greenbacks until they *cord* up enough not only to pay, but to fully satisfy, Prof. Morse, for the application of this great science of electricity to the common use of business and pleasure, and then let the Government take control of all the lines of telegraph in the country—charge reasonable rates for sending messages and do the necessary and important business in connection with telegraph in an honest business way. Let Senators and Representatives in Washington return all *free passes*, and let us have, as an educational force, the benefit of the telegraph at reasonable rates.

Business demands this change. The great interests of commerce demand that this monopoly be broken up without delay. Science demands it. Education demands it. The poor demand it. The rich demand it. Common sense and common justice demand it. Shall we have it? Let the press, the *free* press of the country, demand this. Let the people universally demand it, that it shall be a part of our great postal system.

### LOOK IT OVER.

We publish the law in regard to estimates for school purposes for the next year, in another column, and the proper forms also, for making the estimates. We hope teachers will early call the attention of school directors to these plain requirements, and that the people will see to it that they are complied with.

This State cannot afford to allow an interest so important as this, to suffer for the want of action on the part of those whose duty it is to act.

Our taxes, to be sure, are large—justly so—because we preferred to let ignorance and vice usurp the place of intelligence and industry, and we are now paying the penalty. We cannot afford to pay so much for so bad a thing.

No time should be lost. Meetings should be called, and the whole matter fully and freely canvassed.

We are glad to see that several other unimportant amendments have been up for discussion, but we are unable to learn that the school law has been changed in any important particular. It is impossible for us to state what changes have been made, as we go to press before the Legislature adjourns.

THE OHIO AND MISSISSIPPI RAILROAD combines so much of real comfort with its broad guage, its elegant coaches, its sumptuous sleeping cars, its gentlemanly conductors, and in all its general management, that it is a pleasure to us to commend it to those who design making a trip east.

This great broad guage line, through to New York City, comprising the "Ohio and Mississippi," the "Atlantic and Great Western," and the "Erie," presents to the traveling public superior attractions over any other. There is but one change of cars, and we have never yet missed a connection from St. Louis to New York by this route.

You have, in addition to all the room and safety incident to the wide track, such a diversity of scenery that each hour is beguiled with some new development of the world's wealth and beauty, prairie, river, forest, mountain, valley, cities, towns. You travel over half a continent as safely and luxuriously as if reclining in an elegant parlor at home.

**Book Notices.**

**THE HUMAN INTELLECT**, with an Introduction upon Psychology and the Soul, by Noah Porter, D.D., Professor of Moral Philosophy and Metaphysics in Yale College, New York. C. Scribner & Co.; for sale in St. Louis by E. P. Gray.

We have long looked for this volume, and have expected it to be what its appearance proves—that it is *the very best work of the kind extant*. Indeed, it fills a place which no other book has yet occupied.

There are two tests which must decide upon the excellence of such a work. The *first* must ascertain whether it contains a sound, positive and entire (not perfect) system of Philosophy. The *second* must decide whether this system is put forth in a style so simple and perspicuous, and in a mechanical form so convenient, as to adapt it to the varied uses of a text book "for colleges and higher schools," and for the private student.

Prof. Porter has succeeded admirably upon both these points. Upon one or the other of them every text book, so far as our acquaintance goes, has failed. We well remember, when a pupil of the author, that after dipping into "Reed" and "Stewart," we were obliged to fall back upon the lecture-room to supply the deficiencies of both. We ourselves have tried Professor Haven's volume, and found too much of a scrap book or *mosaic* in metaphysics.

Then the work of Sir William Hamilton, with all its deserved merit for scientific soundness and originality in thought and style, brings to the student a volume too cumbersome and diffuse; and to the science of metaphysics some serious errors. Starting with those fundamental truths which are held by all true spiritual and theistic philosophy, it is remarkable how, with so much genius and learning, the Scottish philosopher should have pointed his whole system with an error that lies at the basis of the materialistic and atheistic tendencies of the times. Kant, Hamilton, and Mansel substantially agree that from the very structure of our faculties we cannot know the Infinite—for to know is to discriminate; and what is discriminated is finite. By this discovery of a "subjective incompetence," both Hamilton and Mansel attempt to humble the presumptions of speculation and atheism.

But Herbert Spenser, truer to the genius of this new discovery, carries it out to its logical and legitimate conclusion, and places behind all phenomena an *unknowable force*. This position is completely overthrown by Prof. Porter.

By the clearest discrimination he shows how we may know the Absolute; and how *what* we know is the representative of realities in the Absolute itself, and not merely of something only relatively to us.

We dwell upon this point because we regard no treatise on the human intellect as suitable for the use of our schools and colleges, that does not with clearness and force guard the point where the student may lose the value of all his previous study, and set his mind adrift upon a shoreless speculation.

Had we the space, we should follow out more at length some of the superior qualities of the book. In its Psychological introduction, the author gives a clearer analysis of the structure of the soul than we have seen elsewhere. The *self-active* nature of the soul he fully demonstrates. The confusion occasioned by the use of the term *faculty*, conveying the notion that the mind is made up of parts, he effectually removes in maintaining the *unity* of the soul.

Employing for the most part the divisions and nomenclature of Hamilton, he has given us a more compact, a better digested, a far more harmonious and consistent system; and, by the arrangement of the type, a more practical work for the use of all classes of students.

We would urge upon the Superintendent of our Public Schools, and upon the Chancellor of our growing University, the desirableness of introducing this work at once into their respective courses of study.

**WILD LIFE UNDER THE EQUATOR;** Narrated for Young People, by Paul du Chaillu, author of "Discoveries in Equatorial Africa," "Stories of the Gorilla Country," etc., with numerous engravings. 12mo. New York, Harper & Brothers. For sale by St. Louis Book and News Co.

The author of this book is well known as a traveler and adventurer in the equatorial regions of Africa. He has done much for the cabinets of natural history in our country, and is at present lecturing among us; but, from what we can learn, it is better to read his books than to hear his lectures. If you wish to learn about the great man-ape—that

king of the African forest called the Gorilla—read this book. You will find that this terrible animal weighs some four hundred pounds; that he can roar like a lion, and that, Darwin to the contrary notwithstanding, there is not much probability that we of the *genus hominis* were once made after the fashion of this beast. Of snake stories there are not a few. It is finely illustrated.

**THE AMERICAN YEAR BOOK AND NATIONAL REGISTER** for 1869. Astronomical, Historical, Political, Financial and Commercial. A general view of the United States, including every department of the National and State Governments, together with a brief account of Foreign States, etc. Edited by David N. Camp. Hartford: O. D. Case & Co.

Mr. Camp, formerly the Principal of the State Normal School of Connecticut, brings to this work a rare combination of qualities to insure both its correctness and success. He is the well known author of the series of Geographies which bear his name, the preparation and revising of which places at his command the data necessary to perfect a work of this kind. Since his return from Europe he has spent much of his time in Washington, carefully examining, collating and arranging the varied and extended information, crowded into the 800 pages of which the volume is made up.

As to the book itself, of which we have received the advance sheets, it is the initial volume of a proposed annual publication. It is somewhat after the style of the American Almanac of 1860, and the National Almanac of 1864, since which period no register of events save, perhaps, the meagre Tribune Almanac, has appeared at all adequate to the demands of this mighty nation. Of course, it is more complete than any similar work of the kind ever issued in this country.

This book is divided into six parts, with a vast number of topics under each of these general heads. In Part I. we have the ASTRONOMICAL DEPARTMENT, in which he was assisted by Samuel H. Wright, A. M. This is very full, giving the ephemeris of the principal Planets, planetary conjunctions, Lunar and Solar eclipses, etc.; II., the UNITED STATES, giving names of civil and political officers, accounts of departments, etc.; III., Foreign Countries; IV., Religious Statistics; V., Miscellaneous Essays, Agriculture, Mining, Literature, etc.; VI., Presidential

election returns, with the most complete statistics ever published, names of eminent men deceased the past year, together with the important events of 1868. The *Daily Times* of this city, in an extended notice of this work, says :

This "American Year Book" belongs to that class of popular publications which have come into existence with the present century, and is one of the very best of its class. It is the grouping and presentation, in the most condensed form, of an aggregate of practical knowledge and useful information, which, to acquire otherwise, would involve an amount of research which the leisure and the libraries of but few in this busy age afford. It will be found of special interest and service to the editor, the lawyer, and the politician, and we bespeak for it an extensive sale and very general demand when its merits shall have become known.

This work will be sold only by agents, and we are requested to state that those wishing to become such, may address O. D. Case & Co., 154 Madison street, Chicago, Ills.

**UNDER THE WILLOWS**, and other Poems, by James Russell Lowell. Boston: Fields, Osgood & Co. For sale in St. Louis by Willie H. Gray.

One can scarcely help thinking, after taking up this volume of the fugitive pieces of Mr. Lowell, how much more satisfactory would be the author under the nom de plume of Hosea Bigelow! The publishers say, "A few pieces, more strictly comic, have been omitted as out of keeping;" and "Fitz Adam's Story," is also left to stand over, because it belongs to a connected series, which, it is hoped, may be completed at a future time." The "comic" has been just Mr. Lowell's forte hitherto, nor would we say to him as to the majority of writers, "Do not attempt any more poetry in earnest," for we doubt not that he will yet do something worthy the promise of his earlier years and which is foreshadowed in the introductory and longer poem "Under the Willows."

"God's passionless reformers, influences, That purify and heal and are not seen,  
Shall man say whence your virtue is, or how  
Ye make medicinal the wayside weed?  
I know that sunshine, through whatever rift,  
How shaped it matters not, upon my walls  
Paints discs as perfect-rounded as its source,  
And, like its antetype, the ray divine.  
However finding entrance, perfect still,  
Repeats the image unimpaired, of God."

**CECIL'S BOOKS OF NATURAL HISTORY**, in three Vols.; I. Beasts, II. Birds, III. Insects. 16mo., 200 pages each. Retail price \$1.25 per vol. Sent by mail to Teachers, post paid, in sets, for \$3.50, or by express at 20 per cent. discount. Clark & Co., Publishers, No. 8 Custom House Place, Chicago, Ills. For sale in St. Louis by the Western Publishing and School Furnishing Company.

It will be their own fault, if "our Boys and Girls" of these days do not

know something well worth knowing of Natural History. We have in these three pretty volumes interesting descriptions and illustrations of Birds, Insects and Quadrupeds, for children, and for grown people, too. These books will be found especially valuable to teachers who desire to give familiar talks or object lessons on animated nature to their pupils.

They are written by S. H. Peabody, M.A., of the Chicago High School. The style is attractive, the type clear and beautiful, and the binding is also first class.

**MORAL USES OF DARK THINGS**, by Horace Bushnell, New York; C. Scribner & Co. For sale in St. Louis by E. P. Gray.

The "Dark Things" are *Night and Sleep*, *Bad Government*, *Physical Pain*, *Winter*, *Insanity*, *Animal Infestations*, and divers kindred facts and existences commonly treated by writers on Natural Theology with respect to their *Physical Uses*. The point thus made against the common habit of the "argument from design" is well taken.

It is impossible, as Dr. Bushnell shows, to indicate the precise *physical* utility of the infliction of a mosquito, that takes blood and leaves poison; but it is quite possible that these creatures, together with the infestations of bills, claws, bags of poison, and the like, which are brought by other creatures, may teach us a practical lesson on the *ferocity* and *venom* of sin.

With the clear and original conceptions, and the rare use of words which distinguish all the products of the author's pen, this book is rendered exceedingly instructive, readable, and entertaining.

**POEMS**, by Lucy Larcom. Boston: Fields, Osgood & Co. For sale in St. Louis by Willie H. Gray.

If all the poems in this collection are not equal in merit with "Hannah Binding Shoes" and "Skipper Ben," it is still quite evident that the writer possesses something of the genius of a poet. We recognize in the greater number of her verses, one at least of the necessary qualities of poetry—viz: "the indirect expression of that which cannot be expressed directly." Miss Larcom assists us to express what we have often felt when beholding the scenes and contemplati<sup>g</sup> the topics she has so pleasantly touched. How well she succeeds, too, in awakening our

sympathy with the more common and unnoticed objects in nature and life may be witnessed in "Swinging in the Barn," and in "Watching the Snow."

Her sympathy with the ordinary struggles of life cannot but lift us up. We append a single verse from the poem entitled "Better."

That haunting dream of Better,  
Forever at our side,  
It tints the far horizon,  
It sparkles on the tide.  
The cradle of the present  
Too narrow is for rest;  
The feet of the immortal  
Leap forth to seek the Best.

**ADVENTURES IN THE APACHE COUNTRY**, A tour through Arizona and Sonora, with notes on the Silver Regions of Nevada. By J. Ross Browne. Illustrated by the Author. 535 pages. New York: Harper & Brothers. For sale in St. Louis by E. P. Gray.

To begin with, we notice in this book of travel one hundred and fifty-five well executed wood-cut illustrations, of natural scenery, of "Smooths" and "Roughs," of Indians and Chinese, of Mines and Miners in gold and the silver regions!

The work is written in a live, sprightly manner, and reads, in this respect, somewhat as the Rocky Mountain men talk. It can not fail to be interesting to all who care for the "regions beyond" the mountains, where, so soon the puff of the iron horse will disturb the quiet of that vast region as he rushes on through these Golden Gates to the Pacific.

Mr. Browne says: "I had no more idea on Saturday morning, December 5, 1863, of starting on such an important expedition at 4 p. m. of the same day, than I had of going on a prospecting tour through the mountains of the moon. It so chanced in my peregrinations about San Francisco, that I fell in with my old friend, Charles D. Poston, the Arizona pioneer, who had just arrived from the East by the overland route through Salt Lake. I could accompany by accepting a seat in his ambulance from Los Angelos to the Promised Land. We would have a grand time; we would feast and hunt and hold pow-wows with the Indians, etc., etc. There was no trouble about getting ready. A knapsack, as usual, was my only baggage, the contents were a few coarse shirts, a box of pencils" (we are glad he took his pencils"), a meerschaum and a plug of tobacco were the indispensable parts of my outfit." The result we have in this valuable, interesting and entertaining work.

**APPLETONS' JUVENILE ANNUAL**, for 1860 A Holiday Gift for Young People, with numerous illustrations. New York: D. Appletons & Co. For sale by St. Louis News company.

It is rather late to notice a holiday gift book; but if the boys could see the one before us, they would surely say, "better late than never." It is a 12mo. of 382 pages, very elegantly printed and bound, with tinted paper, and gilt edge; cover beveled and gilt.

This is just the book to suit the boys. It has stories about Fish, Bees, Dogs, Bears, Giants, Wolves, Birds, Alligators, Wild Bulls, Buffalo, Gorillas, besides stories well designed to inspire the youthful heart with noble purposes in life.

The selections are well made, and there seems to be nothing superfluous or trivial. This is another well freighted drop added to the stream of young people's literature which rolls in, flooding our New Year.

**GRAY'S SCHOOL AND FIELD BOOK OF BOTANY**, by Asa Gray, M. D. New York: Ivison, Phinney, Blakeman & Co. For sale in St. Louis by E. P. Gray.

This work consists of the "Lessons in Botany," and the "Field, Forest and Garden Botany," bound together in one complete volume, forming a most popular and comprehensive School Botany. This will be the *most generally used class-book* of the whole series, and supply a great *desideratum* to the Botanist and Botanical teacher, there being no *similar class-book published in this country*. Cloth. 622 pages. Price, \$2 50.

**REED'S DRAWING LESSON**.—With twenty pages of lithographic engravings and numerous wood cuts. Chicago: Alfred L. Lewell. Office Little Corporal. For sale in St. Louis by the W. P. & S. F. Co., 708 and 710 Chestnut street.

This is a new work, just adapted to the practical use of the child at home or in the school room. It will be found none the less valuable to older persons also, who desire to acquire some knowledge of drawing.

The lessons given are of familiar objects, and Mr. Reed so presents the principles that they may be easily understood. We commend the work to the attention of teachers and all others.

### Magazine Notices.

**THE ATLANTIC MONTHLY** for March has been received. We turn of course first to "Malbone, an Oldport Romance," by T. W. Higginson, and read it with increasing interest. "Co-operative Housekeeping" branches off into an able discussion of the necessity of having the keen, quick, intuitive faculties of woman to aid us in official positions in managing our schools, and then what!

"Then at last will our whole bloodless, heartless, soulless public school system be brought before the bar of intelligent womanhood, and the sense or nonsense, the kindness or cruelty, of the regulations of the present school committees, crite by those whom God made the natural guardians and teachers of children"—to all of which we say amen! Whittier writes so many good things, that we can excuse the poor verses on "Howard at Atlanta." There is enough for an excellent number without this.

**HARPER'S MONTHLY** introduces us to Policemen of the Sea, finely illustrated; and drawing some well-deserved strictures upon the careless sacrifice of human life by the public conveyances of this country by land and by sea. After saying that "ten persons are killed by the criminal negligence or parsimony of railway directors in this country, to one in any other," it proceeds to say that "the sacrifice of life and property by conflagrations, railway and similar disasters on land, although very heavy, is comparatively insignificant if compared to the losses on our lakes, rivers and sea coasts, from causes which might be largely prevented."

Teachers will find some valuable hints and illustrations in the article About Heat.

We had it upon our lips to say that **LIPPINCOTT'S MAGAZINE** was too much given to the dignity of dullness; but the March number rebukes us for the thought. Robert Dale Owen's Novel is embellished by a fine wood cut. Hans Breitman in Politics is well done; The Boston Public Library is full of interest; so is The Foundling Hospital in London.

Our Provincialisms are evidently made up more from books than from

personal observation. The word "heap" for a great quantity or number, is not a *Westernism*, but a pure *Southernism*. The writer might have instanced the broad accent of the Southerns on "pa" and "ma," making them "paw," "maw," and applying these terms to the nearest parental ancestry.

**THE GALAXY**, for March, adds to its former attractions, which had come to be large, the opening chapters of Charles Reade's new story "Put Yourself in His Place." Good advice to give, but a difficult thing to do. Mr. Reade will show why. Mr. Benson's article on George William Curtis is strong in its weakness and weak in its strength. The eloquent plea of Mrs. Julia Ward How is a credit alike to her head and her heart. We believe it will be a difficult task to unsay what she says so well on the fitness of woman to vote.

**THE CHILDREN'S HOUR** (T. S. Arthur & Sons, Philadelphia)—Fully sustains its growing reputation among the little folks.

**ONCE A MONTH**.—In its unique form, brings to us Chaps. V. and VI. of the *Mills of Tuxbury*, by T. S. Arthur, together with a rare variety of original and foreign articles, the latter gleaned from the best foreign periodicals.

**ARTHUR'S HOME MAGAZINE**.—Lays before our gentle housekeepers fifty ways of cooking fish and oysters, and entertains them besides with a most agreeable mental repast.

**EVERY SATURDAY** throws a wholesome restraint about the reader in Social Penalties; says pleasant things of a Women's Club; and more than pays for itself in a sketch of Gladstone.

**THE NURSERY**.—When will it come! ask the "Youngest readers;" and the question is often repeated. Pictures, stories, fun, choice reading matter; in fact, this is one of the very *best* of all the Juvenile Magazines. We take pleasure in commanding it.

The publishers of "Our Young Folks," Messrs. Fields, Osgood & Co., of Boston, announce their willingness to send four numbers of their Magazine, from January to April of this year, as specimens, to any persons who will send them their address.

We trust this very liberal offer will bring this really valuable Magazine to the notice of all our readers, and be the means of introducing it into all the families where it is now unknown.

**PACKARD'S MONTHLY** is gaining stability. We wish Missouri stood *first* on the list, instead of eighth, in the number of subscribers. If our young men will discard tobacco and beer and pay more attention to the mental, and stimulate the physical less, it will be a great point gained, and we know of no better magazine in which to invest the money and time thus saved, than **PACKARD'S MONTHLY**.

*The Ohio Journal of Education* is one of the very best published in the country. The articles are not only able but are of great practical value to all. Its growing circulation evidences ability in its editor and publisher, and a high degree of intelligence among its patrons.

*The Church Union* rebukes almost everything which its editors consider sinful with so much vigor, that we lose sight, sometimes, of the slight faults, in the greater one perpetrated by the effort made to overturn it. It is doing a good work, in the main, and one which *needs* to be done. Will "the trimmers" stay trimmed?

**SOMETHING EXTRA FOR BOYS AND GIRLS.**—It is well known that **THE LITTLE CORPORAL**, the brilliant Western Juvenile, has a larger circulation than any other juvenile magazine in the world. This has been gained by real merit and enterprise.

The publishers are endeavoring to double their immense circulation this year, and have determined to send their magazine **FREE FOR THREE MONTHS**—January, February and March numbers of 1869—Free to every family who will send their address before the first of May, with four cents in stamps for return postage. These are intended as samples to those who are not now taking the Magazine, in its new, enlarged form. Address **ALFRED L. SEWELL & CO., Publishers, Chicago, Ills.**

**LIFE INSURANCE.**—We take pleasure in calling attention to the advertisement of the Homeopathic Mutual Life Insurance Company of New York. This company is one of the safest and best in the country. It has a cash capital, paid in, of \$150,000, of which \$100,000 is deposited, according to law, with the Superintendent of the Insurance Department, for the security of policy holders. Its Board of Directors and list of stockholders include many names well and honorably known in almost every walk of public and private life.

**WHAT** ideal republics have been in fable, ours is to be in reality. Nor need we fear the boldest experiments which the moral sense of the best women conceive and advocate. Certainly liberty is in danger of running into license while woman is excluded from exercising political as well as social restraint upon its excesses. Nor is the State planted securely till she possess equal privileges with man in forming its laws and taking a becoming part in their administration.

#### EDUCATIONAL INTELLIGENCE.

**BATES COUNTY.**—A pleasant letter full of good cheer, from Mr. L. B. Allison, of Butler, Bates county, informs us that there is to be an Institute, the first or second week in April, in that county. The State Superintendent is expected to be present. The teachers and friends of education in the county will be invited, and we know the generous-hearted people of Butler will give *all* who come a cordial welcome.

Bates county is one of the best counties in Missouri, and they are determined to establish good schools in every district. Success to them.

**COOPER COUNTY.**—Mr. William A. Smiley, the efficient Superintendent of this county, writes as follows:

Our Institute was highly successful. I have been spending the last two weeks in visiting the schools of the county. Found them generally in a flourishing condition.

Several Townships have every sub-district supplied with a good house and furnished with apparatus.

In one Township, Mr. Read clerk, two school houses have been built 26x38, clothes rooms, patent desks, outline maps, charts, globes, etc., at a cost of about \$1800 each. Without desiring to boast, I think in another year we will show as fine houses and as well furnished as any county in the State, perhaps in any Western State.

**HOLT COUNTY.**—The County Superintendent sends the following for publication:

The Andrew and Holt County teachers will meet and hold an Institute at Fillmore, Andrew county, March 9. Hon. T. A. Parker or the Assistant Superintendent, or both, will be there, and J. B. Merwin, of St. Louis, editor of the "Journal of Education (doubtful—ED.)

STEPHEN BLANCHARD,  
Supt. Public Schools of Holt Co.

**JACKSON COUNTY.**—The Jackson Co. Teachers' Institute will be held at Independence, Mo., commencing on Wednesday, the 24th day of March, and continue three days.

It is hoped by the officers and friends of the Institute that every part of the county will be fully represented.

By order of Ex. Com.  
Kansas City, Feb. 27th, 1869.

**LIVINGSTON COUNTY.**—Mr. J. D. Roberts, the County Superintendent of this county writes that their Institute will begin March 8th.

He wants, in addition to their own forces, one or two good lecturers for the evening session.

They always have a pleasant and profitable Institute. Talk up, among other things, the matter of estimates.

**LACLEDE COUNTY.**—The Teachers' Institute, of Laclede county, will hold its second session, beginning April 5th, and continuing five days. Let teachers and friends of education remember the time, and be on hand in force. Music, discussions, essays, and a vast amount of useful information will be given and gained.

**MACON COUNTY.**—The "Teacher's Institute" of Macon county will convene at Macon City, March the 29th, and will continue in session for a period of three days, or more, as its members may deem discreet.

**PERRY COUNTY.**—Prof. E. A. Angell, Principal of the Graded Schools of Perryville, writes:

I am much pleased with the apparatus purchased by our school director, and am doing good work with it. Mitchell's Outline Maps, in particular, are splendid. I can make more geography stick in a pupil's mind, in a given time, than with any other maps I ever used. If they needed anything of the kind, I would give them a first-class puff.

**SCOTLAND COUNTY.**—The Memphis *Conservative* says very truly:

"No person will deny that a good condition of educational affairs has much to do in drawing emigrants."

We were glad to see the proceedings of the Institutes fully reported in the *Conservative*; would publish the resolutions passed if we had room.

**ST. FRANCOIS COUNTY.**—The *Farmington Herald* advocates stoutly an institution of high grade in Southeast Missouri. We say amen! only make it free to all.

**TEXAS COUNTY.**—The Texas County *Record* says:

Marshall Mires, who some weeks ago suspended his labors as a teacher, in order to give the courts a show in the temple of justice, will not again resume his school. This leaves Houston again without a school, which is to be regretted. Here now is a field for a competent teacher, and we hope soon to see one profitably engaged.

Certainly there should be a good school in Houston. Good men, however, will be slow to locate in a county where they do not sustain a school at the county seat.

What is to be done with the school fund of Texas county?

We are glad to note the following signs of progress, however, in connection with the above statements. A debating club has been organized, and the following officers elected: President, J. White; Vice President, Jack Kyle; Secretary, G. A. Leavitt; Treasurer, James Anderson. The regular meetings will be held every Saturday evening, at the court house, when the doors will be open to all, both in and out of town.

CAMDEN COUNTY.—A Camden county teacher writes as follows:

The JOURNAL OF EDUCATION has at last found its way into our county, and being considerably interested in the cause of education, I hail it with delight, for I assure you we stand in great need of such a paper at this time. Let me tell you why: There is not one where there should be ten schools in this county; even here in our county seat, we have not a public school! Whose fault is it? Not the teachers, surely, for what few are here are altogether in favor of free schools. I must say that I believe it is the fault of our citizens; they do not seem to care. I have spoken to several of them, and they tell me, 'We get along very well without book larnin', and so kin our brats.' Now, dear JOURNAL, tell me what we can do with such people. Our County Superintendent is a minister, and ought to know his duty, yet we have no Teachers' Institute as directed by our School Law; no Association of any kind. I don't blame our Superintendent, for I believe that he labors fully as much as he gets pay for. I have said enough in this discouraging strain, yet I can't say otherwise; I would that I could. You will hear again from

CAMDEN.

WASHINGTON COUNTY.—A few—too few—earnest workers have succeeded in creating an interest, reaching in some cases a pitch of enthusiasm, among portions of the people of Washington county, in this matter of educating the children and youth. The County Superintendent, T. S. Love, of Irondale; Prof. B. S. Newland, Principal of the Bellevue Academy at Caledonia; Rev. J. Spencer, of the Irondale Academy; Prof. G. P. Smith, with others, have been constant, patient, and hopeful in their work, representing both the public and so-called private schools of the county. With a broad and catholic spirit, personal, political, and sectarian opinions have been kept in the background; and the greater interest of harmonizing and elevating the tone of the people on the subject of education has not only been steadily aimed at, but much has been accomplished towards bringing about this result. Their interests in this direction are all one. What will aid at one point will aid at all points. There is no antagonism at

present among the public and private schools. The people will generally send their children for education, as they do for other things, where they can get the *most* for the *least* money.

Prof. Spencer has just purchased a very large and extensive set of philosophical apparatus, has ordered more improved school furniture, and is in every possible way striving to meet the growing demands of the people in that vicinity, and to furnish better facilities for educating their children.

The Bellevue Academy at Caledonia has already won a place in the affections of the people; and its thorough-going and efficient Principal will in the future, as he has done in the past, make it, for its kind, a *first-class institution*, and, like Prof. Spencer, he will succeed. Gradually the *free* schools will improve as they ought to do.

The County Superintendent, too, is hard at work, and is determined by every means in his power to train, develop, and employ in the public schools a higher grade of teachers.

At the last Teachers' Institute, held in Caledonia, in this county, the following resolutions were offered by Prof. B. S. Newland, and, on motion, were adopted:

WHEREAS, Teachers' Institutes in other States have proved potent means in elevating the standard of education;

WHEREAS, Our Legislatures cognizant of this fact have made it the duty of all public school teachers to become members of the Teachers' Institute, in order the better to fit themselves to meet the responsibilities of instruction of the youth; and,

WHEREAS, The public school teachers of this county, as a body, have neglected to avail themselves of the advantages of the Institutes; therefore, be it

*Resolved*, That the County Superintendent of Public Schools be requested to notify all teachers of public schools in the county that attendance at the next semi-annual session of the Teachers' Institute will be requested, and that a failure to comply without a laudable excuse will forfeit their certificates.

*Resolved*, That he issue certificates to be valid only until the meeting of the next Semi-Annual Session of the Teachers' Institute.

This looks like business. It is evidently the design of the law to have the young and inexperienced teachers, as well as all others, avail themselves of the benefits to be received from a punctual and continued attendance upon the Institutes, and only such as do these should be employed.

KANSAS.—Gov. Harvey, in his annual message, gives the following cheering exhibit. The Superintendent of Public Instruction also suggests amend-

ments to the school law, advises the employment of an assistant in the educational department, and recommends to the State a liberal policy:

Statement showing the condition of the Public Schools, School Fund, etc., as compared with the previous year:

	1867.	1868.
No. School Districts organized,	1,172	1,372
No. of children between the ages of 5 and 21 years,	62,838	76,150
No. enrolled in public schools,	39,429	45,110
Amt' paid for Teachers wages,	\$170,446	\$193,578 54
Amount from all sources for school purposes,	342,271 92	429,215 58
Total value of school houses,	\$53,690 08	\$13,062 75
Cash invested for permanent school fund,	59,766 59	\$6,613 50
Total productive school fund,	518,813 79	

MICHIGAN.—In his inaugural message to the Senate and House of Representatives, Gov. Baldwin, of Michigan, says:

The education of the people has ever been one of the great principles of our republican Government. The ordinance of 1787 declared that "religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools, and the means of education, shall forever be encouraged."

In a community where the elective franchise is so nearly universal that almost every man has a direct voice and responsibility in the character of the government; where the government is but the expression of the people's will, universal education becomes an obvious necessity.

There is nothing in which the people have a deeper interest; schools are the nurseries of virtue and intelligence, and contribute directly to the security of life and property, the preservation of social order, and the stability of free institutions.

The public schools are reported to be in a flourishing condition. In all parts of the State, the old, inconvenient school houses are giving place to larger, better, and in many cases to very superior edifices.

The State Normal School continues to prosper. During the last biennial period the number in attendance has been, in 1867—382, and in 1868—428. The expenses of the school are about \$17,000 per annum; the revenues are a little over \$7,000, derived as follows: From initiation fees, 2,400; from interest on Normal School Fund, \$4,669, leaving an annual deficiency of about \$10,000, which has been met by legislative appropriations.

TEXAS.—The San Antonio *Express* has a most pertinent, hitting-at-just-the-right-time-communication from New Braunfels, signed "*Libertas*." The author quotes from the President of Baylor University, as follows:

DO YOU WISH TO BUILD UP YOUR SCHOOLS?  
1. Pay up at once, as a debt of honor, *all* you owe your teachers for board and tuition. Never wait to be *dunned* for a tuition bill, on which you have had time indulgence.

2. Don't ask them to credit you for their brain labors, for brain labors are more exhausting to the human system than muscle labor! Remember that no teacher can long sustain himself who is not constantly growing by study. Give him the time for it, by saving him all anxiety about his pay.

3. Don't calculate in paying them in any other way than in money, or what is as good as money to them at the time they need the article you wish them to take in payment.

4. Don't propose to them to take in payment that with which you can pay nobody else.

## THE DEPARTMENT OF EDUCATION.

E have read with much interest the Report made by the Committee to whom was referred the report and charges against the Commissioner, Hon. Henry Barnard. We

have room only for the following:

The Commissioner invited the committee to examine into any charges which had come to their notice in any manner with reference to his administration of the office, and he himself called attention to such as reached him. On investigation of these charges, they appeared to be so frivolous as to be unworthy of any serious attention, or so malicious as to fail in the least degree to impair the confidence of the committee in the practical wisdom and earnest devotion of the commissioner in the exercise of the important office intrusted to him. The committee were satisfied that no man could have brought to this difficult and delicate work such special preparation in taste, study and experience, have shown greater interest in the object sought to be accomplished, nor more self-sacrificing zeal in the discharge of his duties, or more singleness of aim to accomplish the greatest possible amount of valuable service by himself and others with the least possible expense to the Government.

HANNIBAL, Mo., Feb. 25, 1869.

Editor *Journal of Education*:

DEAR SIR:—Our teachers have all derived much pleasure and profit from reading the *JOURNAL* since its first issue. Each number comes with a large variety of theoretical and practical matter, speaking well for its editor, and finding with us a *double* welcome, because some of its contributors were once our highly esteemed instructors, and many are now our co-laborers. The steady and sure progress the public schools are making in various parts of the State, as indicated by the *JOURNAL*, is very gratifying.

The schools here, judging from their present crowded state, are in a *prosperous* condition. This being the second year of the *graded school* system, in Hannibal, all that might be desired in the way of conveniences, or all that is necessary for the highest success of the schools, can not be immediately secured. At present, only one-half of our pupils attend school in buildings erected for school purposes; therefore, however complete the furnishing of these houses may be, there must necessarily be a great deficiency, that pupils and teachers alone realize.

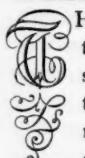
Plans have already been made to build a commodious school-house in the south part of the city; and the "Board of Education," be it said to their praise, are awake to the demands of these higher educational interests of the city, and are earnest in expressing their sentiments for *better buildings—better schools*.

The whole number in attendance this year, including the colored school of 350, is 1,600 pupils. Our colored school, under the immediate charge of Mr. A. D. Kinzer, is making very commendable progress, in reference to which we purpose to speak more at length in the future.

The many topics of "vital importance to teachers," have been ably discussed by the *JOURNAL*. But one thing in reference to the signs employed in writing quantities we hope to see brought out in some number of the *JOURNAL*. Is there not a great misunderstanding in reference to these signs? Should there be space, please insert the following and solicit answers; perhaps it may create a little interest upon this subject. What is the value of  $3+4 \times 5$ :  $(3+2) \times 6:3-1+4?$  or  $8+4 \times 5$ :  $(3+2) \times 6:3-1+4 \times 4=$ ?

We often hear the expression "Arithmetic is an exact science," but the many answers given to similar problems would rather tend to prove the contrary of this expression.

## A LIBERAL EDUCATION FOR \$12.

HE next best thing to being thoroughly informed on any subject, is to have ready access to the latest results of other men's researches. And in these days, when every act and science is epitomized and encyclopedized, men in very moderate circumstances have almost universal knowledge within their reach. Whoever owns half a dozen modern dictionaries and books of reference, and is in the habit of consulting them, will pass for a man of cultivated mind in any society; and, in fact, will acquire a mass of information, both general and specific, and by no means superficial. The young man who proposes collecting a valuable library for his own use, or the parent for his children, can expend his money in no direction to so much advantage as in purchasing books of this character.

There are few, however, who realize the wealth of information contained within the covers of a single volume—the later editions of Webster's dictionary. The time is past when men go to a dictionary, merely as a lexicon, for a definition or an orthography. The requirements of these days compel the lexicographer to make his book a compendium of all modern science; and this the publishers of Webster have pretty nearly accomplished.

It would surprise any one not already aware of the fact, to hear that the new-fangled contrivance of muscular Christianity, the velocipede, is fully described in the last edition. It is scarcely a year since we heard of it, except as a child's toy; but here we have it in Webster—two-wheeled, and propelled by the feet resting in cranks attached to the front axle—precisely the present sensation from St. Petersburg to St. Louis. To one accustomed to the use of a dictionary published twenty to fifty years ago, and finding in it only such words and definitions as by continuous use for years had become naturalized in the language, this announcement comes very much as if Wendell Phillips were to assert that this machine were only a "lost art" revived; and that velocipedestrianism was the daily amusement of the young bloods around the Court of the Pharaohs.

This is one instance of the enterprise by which the publishers of Webster

have made it indispensable to every household, as practically an annual of universal progress. Learned men have disputed its orthography, and critics have carped at its definitions. But beside its great worth in other respects, these objections are trivial, and are now scarcely heard. Its cuts, each worth a page of description; its dictionary of noted names of fiction, familiarity with which is as indispensable to a man of any pretensions to cultivation as a knowledge of history; and its numberless other advantages, conspire to mark it to-day as the noblest monument to patient literary labor and enterprise of this age, if not of any. To possess and habitually use it, will alone almost compensate for the want of a liberal education.

## YOUR WORK.

ACHERS engaged in the common schools are erecting spiritual structures for those placed under their charge. Next to the duties of a parent, those of a teacher are the most important and responsible. The result of the labors of both are equally vital and important. These labors reach far into the future, moulding the interests, welfare, and happiness of those who especially come under their influence. The work in which teachers are engaged is pre-eminently an intellectual and moral work. It has entire reference to the improvement of the higher faculties of the soul, and to the formation of a mental and spiritual character. By the lessons of instruction and admonition, by the truths and principles which are imparted, the teacher is constantly constructing, in the nobler nature of the child, forms of spiritual excellence and of intellectual power.—*Selected*.

TENNESSEE.—The Annual Session of the State Teachers' Association of Tennessee adjourned with the year, but not like the year *sine die*. Throughout, it was a most excellent meeting, and tabulates the best of results. The reports of the County Superintendents were most encouraging, especially in reference to the Free School system; and the addresses made by the educators in attendance were scholarly and practical. We congratulate the friends of education in this State on such a sincere-thinking, truth-speaking, hearty-working Convention.

## OFFICIAL DEPARTMENT.

## IMPORTANT TO SCHOOL OFFICERS.

OFFICE SUPERINTENDENT OF PUBLIC SCHOOLS,  
City of Jefferson, February, 1869.

 DIFFERENCES of opinion having arisen in regard to certain points in the school law, we submitted them to the State Superintendent, and received the following reply, which will explain itself:

DEAR SIR:—Yours is received, and contents noted.

1st. Township Clerks hold office till next April.

2d. There is no authority for holding special elections (for choosing school directors).

3d. Section 7, "Special Act," gives the "Board" the power to charge tuition *only* to those who come in from other districts, or those over twenty-one years of age. Very respectfully,

4th. Directors would have the power to build a foot-bridge to enable the scholars to get to the school house, if no other means can be obtained.

T. A. PARKER,  
Superintendent.

MR. EDITOR:—For the sake of obtaining the fullest information regarding the progress of education among the colored people of this State, I beg permission through your columns to request teachers engaged in that work to send me statistics of their schools this winter.

Blanks and envelopes for the purpose will be furnished on application. In the absence of blanks, information is desired as to the number of children and adults in attendance, the progress they are making, and the means by which the schools are supported.

With your permission, I will publish a summary of such information as I may receive, in your valuable paper.

Communications may be addressed to F. A. SEELY.

Special Agent Bureau Refugee, Freedmen, and Abandoned Lands, St. Louis, Mo.

WE regret that several articles of value, book and magazine notices, and other items of interest, are left over for this month, although we again print *four pages extra*.

## GEOMETRICAL NOTE.

 ENSON claims, in his geometry, that the diameter of a circle is one-third of the circumference, *exactly*.

Is he correct, and if not, why?

## DEMONSTRATION.

Draw a circle, with C as the center, and inscribe the regular hexagon, A B D E F H, in

the circle (see annexed diagram). Now,  $A C + E C = \frac{1}{3}$  (A B + B D + D E + E F + F H + H A)

Since the hexagon is inscribed in the circle, the angle C in each triangle formed in the circle is  $60^\circ$ . In the triangle A C B, the angle C =  $60^\circ$ , and A C = B C; hence the angle A = angle B = angle C, and the same is true of the other triangles thus formed. Consequently the chord A B = A C, hence the chord that subtends an angle of  $60^\circ$  at the center of a circle is equal to the radius. Therefore the perimeter of the inscribed hexagon is three times the length of the diameter of the circle.

Again, the chord A B is less than the arc A B, because a straight line is the shortest distance between two points, and the perimeter of the hexagon is also less than the perimeter of the circle.

Therefore, Benson's demonstration is erroneous.

J. M. GREENWOOD.

Kirkville, Mo., Jan. 28, 1869.

## EDUCATION IN WESTERN MISSOURI.

 HAT the cause of education may flourish in Missouri, it is necessary that we have active and energetic directors, as well as other officers and teachers. That

such a one does exist, in the person of D. Nation, Esq., the public school building in the town of Holden will abundantly testify. It is a neat, commodious two-story brick building, fully meeting the wants of the people of that growing town, and is located on what might be called Science Hill, an elevation commanding a beautiful view of the town and surrounding country.

The work on the building superintended by Mr. Nation, although commenced late last fall, has, under very

unfavorable circumstances, progressed rapidly, and is now nearly completed. The furniture was purchased at the Polytechnic Institute, in St. Louis, amounting to over \$1,000, and was of the most approved style—the patent graduated hinge seat and desk. Suitable apparatus and a bell is also being furnished by parties here, and the school is soon expected to open under the management of a competent corps of teachers.

## A FRIEND OF EDUCATION.

EDITOR JOURNAL OF EDUCATION.—Dear Sir: Sometime since the teachers of the city, in their Institute discussed the following topics: "Barker's Mill," "The Moods in Grammar," and "The true Theory of Colors." I think many teachers, who are too far away to reap the inestimable benefits of attending this institute, would like to have some teacher in St. Louis give in brief, as near as possible, the results reached by the institute on these topics. The number that goes out thus freighted will be, to the thinking teacher, more and more a "casket of pearls."

Respectfully yours, A TEACHER.

## Arrival and Departure of Trains.

	PACIFIC.	Leaves.	Arrives.
Mail Train (except Sunday).....	6:04 a. m.	11:30 p. m.	
Express Train (except Saturday).....	4:20 p. m.	8:30 a. m.	
Franklin Accommodation (ex. Sunday).....	5:40 p. m.	8:00 a. m.	
Washington Accommodation.....	4:00 p. m.	9:40 a. m.	
Meramec do.....	1:30 p. m.		

SOUTH PACIFIC.  
Cars leave Seventh st. Pacific depot daily  
(except Sunday), for all stations, at..... 8:30 a. m.

NORTH MISSOURI.  
Mail and Express (Sundays excepted)..... 7:00 a. m.

Kansas City and St. Jo. Express (Sundays excepted)..... 8:00 a. m.

St. Charles Accommodation, No. 1..... 4:45 p. m.

CHICAGO AND ALTON.  
Night Express (Saturday excepted)..... 4:15 p. m.

Day Express (Sunday excepted)..... 4:49 a. m.

Sunday Express..... 4:15 p. m.

Jacksonville and Chicago (Sundays excepted)..... 4:45 p. m.

Carlinville and Alton Accommodation, (running through to Springfield Saturday night)..... 4:45 p. m.

INDIANAPOLIS AND ST. LOUIS LINE.

Day Express (Sundays excepted)..... 7:15 a. m.

Lightning Express (Sunday excepted)..... 8:45 a. m.

Night Express (Sundays excepted)..... 4:35 p. m.

Sunday Train..... 2:00 p. m.

OHIO AND MISSISSIPPI.

Morning Express (Sundays excepted)..... 7:15 a. m.

Night Express, daily..... 2:30 p. m.

Cairo Express..... 5:05 p. m.

ST. LOUIS AND IRON MOUNTAIN.

Trains leave Main street station—

For St. Louis and New Orleans stations, daily, at..... 8:00 a. m.

Potosi daily (except Sunday) at..... 5:30 a. m.

For Desoto (except Sunday) at..... 8:00 a. m.; 3:30 and 5:00 p. m.

For Carondelet daily (except Sundays) at..... 6:35, 8:00, 9:15 and 11:30 a. m.; 2:00, 4:00, 5:10, 6:30, 7:45 and 11:30 p. m.

Return trip for Potosi, daily at..... 12:45 p. m.

Potosi to St. Louis daily at..... 3:00 p. m.

Potosi for St. Louis daily (except Sundays) at..... 5:30 a. m.

Desoto for St. Louis daily at..... 5:45, 7:15 a. m., and 6:05 p. m.

Carondelet (except Sundays) at..... 6:00, 7:05, 7:45, 9:45 and 11:15 a. m.; 1:15, 2:45, 6:00, 8:00 and 10:45 p. m.

## Agents Wanted

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**IMPORTANT ANNOUNCEMENT!**

VALUABLE EDITION TO

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By ASA GRAY, M. D.

Fisher Prof. of Natural Science in Harvard University.

The Teacher, the Student, and the Botanist will hail with delight the appearance of this new and valuable CLASS-BOOK, just added to the popular series, namely:

**School and Field Book of Botany.**—This consists of the "LESSONS IN BOTANY" and the "FIELD, FOREST AND GARDEN BOTANY," bound together in one compact volume, forming a comprehensive SCHOOL BOTANY. This will be the most generally used class-book of the whole Series, adapted to beginner and advanced classes, to Agricultural Colleges and Schools, as well as to all other grades in which the science is taught.

This book is intended to furnish Botanical Classes and beginners with an easier introduction to the Plants of this country than is the *Manual*, and much more comprehensive work, since it comprises the common Herbs, Shrubs, and Trees of the Southern as well as of the Northern and Middle States, including the commonly cultivated as well as the native species in fields, gardens, pleasure grounds, or house culture, and even the conservatory plants usually met with.

This work supposes a great *desideratum* to the Botanist and Botanical Teacher, there being no similar class-book published in this country. Cloth. Svo. 622 pages. Price, \$2.50.

**Gray's Field, Forest and Garden Botany.**—Is an easy introduction to a knowledge of all the common Plants of the United States (east of the Mississippi), both wild and cultivated. It is designed to be a companion of the "LESSONS IN BOTANY." 386 pages. Price, \$2.00.

**How Plants Grow.**—A Botany for beginners. Small 4to. 230 pages. \$1.20.

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